

# Investigating the Activity Design and Development Skills of Geography Teachers

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Received: January 19, 2017

Accepted: February 3, 2017

Online Published: February 15, 2017

doi:10.5430/ijhe.v6n1p269

URL: <http://dx.doi.org/10.5430/ijhe.v6n1p269>

## Abstract

As geography program has been discussed with the constructivist approach, it has become necessary to enhance the lessons with activities. Geography teachers implement the activities in course books, on the one hand, and also use the activities other teachers prepared or the activities in social network websites, on the other. However, what is more important is teachers' designing and developing activities considering the conditions of the school they carry on their duties, status of their students, environmental properties and geographical area depending upon acquisitions. The Ministry has also provided conveniences required for designing and developing activities taking the activities in course books and other sources as example.

In this research, it was aimed to reveal skills of geography teachers upon designing and developing activities. The research was carried out by using the case study method, one of qualitative research approach and the opinions of geography's teachers working in Turkey in Nevsehir province, were consulted in the academic year of 2015-2016.

The views of 32 geography teachers carrying on their duties in the center and districts of Nevsehir province were collected using semi-structured interview form. Each question in the form was accepted as a main theme, and sub-themes were created depending upon the views.

It was concluded in the research that activities performed in the lessons had several benefits upon affective and cognitive development of children, course books, supplementary sources and internet websites were widely used for the activities, school sub-structure was adequate for organizing activities, teachers considered themselves as competent for designing activities, and teachers were able to develop the relationship of activity-acquisition in activities.

**Keywords:** Geography lesson, Geography teachers, Constructivism, Activity design, Activity development

## 1. Introduction

The purpose for the geography curriculum to be prepared with the constructivist approach is this lessons' being more than a lesson in which encyclopedic information is memorized to students, and turning into a lesson in which data are used, information is produced and students acquired the conscious of geography. In this sense, the lesson should be enhanced with activities by its nature.

Constructivist approach is based upon learning with activities providing individuals to interact more with their surrounding in their educational environment, and requires students to be active and teachers to be a guide organizing the learning environment developing the problem solving skills and creativity of the students (Günay and Ayday, 2006, 76). According to McNichols (1999), constructivism is communized with epistemology as a branch of philosophy concerned with "nature, source and scope of knowledge," and pedagogy as the branch of "educational sciences and theory." Fundamentally, constructivism says that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences (Thirteen Ed Online, 2004). Although constructivist approach has been considered as an educational theory derived from educational sciences, it has been expected to put different disciplines together in terms of its origins (Kwan, Wong, 2014). Learning in constructivism is shaped with existent situations and activities. During this process, learners' direct acquaintance with the knowledge and their internalization the information, and how individuals infer from the information are remarkable. A constructivist learning environment is not an area where information is conveyed, but an area where

the skills of questioning, researching, thinking, problem solving and learning are developed (Akinoglu, 2004, 75). In constructivism, curriculum designs should be considered as a field of engineering rather than a science, should be less analytic and more integrative, and should be prepared in a way providing the cooperation of learner, material and teacher (Yurdakul, 2005; 47). The theories developed by Piaget and Vygotsky have no doubt significant contributions upon 20<sup>th</sup> century school systems' having a student-centered development process. In our country, as well, views of Piaget and Vygotsky have been noticed to be cared and adopted more gradually (Yapici, 2007, 1). It is a learning and knowledge theory taking its origins from cognitive psychologist Jean Piaget and social psychologist Lev Vygotsky (Cakici, 2010; Saygin, Atilboz and Salman, 2006). Approaching the child's development as a socio-cultural perspective, Vygotsky's conceptions focused on the role of culture and history in its development process as well as the change of education.

When the geography program has been analyzed, a constructivism-based approach emphasizing learning rather than teaching, predicting an educational related to providing skills, including alternative assessment and measurement methods, strengthening the cooperation of main and sub-disciplines, and reflecting integrative/thematic viewpoints (Unlu, 2011, 2156).

Geography program is activity based. In general, activity is defined as student acts fulfilled in classrooms or other learning environments which is limited with a specific period and subject, requires using of various skills including high level thinking skills including various methods and techniques as being planned appropriately to active learning principles by teachers or teachers and students for learning of subject (Ozur, 2010, 24).

Besides the explanations on acquisition, skills and values, criteria for the activities in course books of the ministry have also been determined. No doubt, acquisition and skills will to a large extent be provided through activities. Activity studies are in parallel with the lectured subjects. One of the recent changes has become adding separate assessment criteria after assessment studies (Bilgili, 2011, 203).

In geography learning-teaching environment and implementations, teachers should choose activities according to the environment where the school is located on, or teacher should prepare their own activities. Teachers should implement activities depending on active learning rather than letting students memorize course books or transferring facts and events (Ministry of National Education, MNE, 2005).

Besides the acquisitions, activity examples and explanations possible to be performed for each acquisition have been presented. These are very important clues for implementing of the course with constructivist learning model and data guiding teachers. Furthermore, teachers can also develop activities related to the relevant acquisition and create their own constructivist learning plan in parallel with their own opportunities (Turoglu, 2006, 154).

In the curriculum given for the learning areas and units of each grade, suggestions on learning-teaching have been offered under activity examples and explanations suggested for fulfilling the acquisitions.

A skill-based structure in geography curriculum draws attention. For that reason, acquisitions in geography lessons are related to determining and organizing the content of activities that will provide students acquire these skills. In other words, the purpose of geography curriculum is not transferring the content of acquisitions through activities but "providing students to acquire geography skills" organizing activities taking the acquisitions as guide. Namely, acquisitions do not mean a purpose necessary to be reached, but should be considered as an instrument to be used for providing students to acquire "geographical skills" (Artvinli, 2010, p. 188).

### *1.1 Purpose of the Research*

Activities are used to acquire skills, values and concepts in geography training. It is important that these activities are developed by teachers, rather than the use of textbooks or other sources. In this research, it was aimed to investigate geography teachers' skills of designing and developing activities. In this sense, answers to the questions below were sought:

- 1- What is the role of activities in geography teaching according to geography teachers?
- 2- From which sources geography teachers benefit while performing the activities?
- 3- Are the activities in course books adequate for acquisitions according to geography teachers?
- 4- Is the sub-structure of the institution adequate for developing and performing the activities according to geography teachers?
- 5- Do geography teachers organize out-of-class activities?
- 6- What are the properties of an activity-acquisition relationship in an activity geography teachers have developed?

## 2. Method

### 2.1 Research Model

This research was carried out with case study method as one of the qualitative research approaches. Case studies aim to reveal how factors related to a situation affects the case or how these are affected from the relevant situation investigating through an integrative approach (Yildirim and Simsek, 2011). Related to the studies of geography teachers upon designing and developing activities, views of geography teachers carrying on their duties in Nevşehir province in 2015-2016 academic year were asked. According to Fraenkel, Wallen and Hyun (2012), the purpose for interviewing with the participants was to reveal what they thought and felt upon the subject that was investigated.

### 2.2 Scope of the Research

The views of 32 geography teachers carrying on their duties in Nevşehir provincial center and districts were collected using semi-structured interview form. Demographical information of the geography teachers whose views were asked were presented in Table 1.

Table 1. Demographical Information of the Study Group

Variables	Participants	f	%
<b>Gender</b>	Female	11	34.4
	Male	21	65.6
<b>Place of Duty</b>	Provincial Center	15	46.9
	Districts	17	53.1
<b>Type of Assigned School</b>	Vocational and Technical Anatolian High School	9	28.1
	Vocational High School	4	12.5
	Anatolian High School	11	34.3
	Anatolian Religious High School	2	6.3
	General High School	2	6.3
	Religious High School	4	12.5
<b>Educational Status</b>	Faculty of Education	22	68.7
	Faculty of Arts and Science	6	18.8
	Post-Graduate Degree	4	12.5
<b>Period of Service</b>	1-5 years	4	12.5
	6-10 years	5	15.6
	11-15 years	5	15.6
	16-20 years	11	34.4
	20+	7	21.9
<b>Average Size of the Classrooms in School</b>	Below 25	12	37.5
	26-35	17	53.1
	Over 35	3	9.4

As could be seen in Table 1, views were taken from both male (n=21) and female (n=11) teachers. Moreover, views of teachers carrying on their duties in provincial center (n=15) and in different districts (n=17) were asked. The schools where the teachers were carrying on their duties included vocational and technical Anatolian high school (n=9), vocational high school (n=4), Anatolian high school (n=11), Anatolian religious high school (n=2), general high school (n=2), and religious high school (n=4). Whereas majority of teachers graduated from faculty of education (n=22), the others graduated from faculty of arts and science (n=6) and master degree (n=4). When service

period of geography teachers was analyzed, it was noticed that there were 3 teachers with 1-5 year service period, 5 teachers with 6-10 year service period, 5 teachers with 11-15 year service period, 11 teachers with 15-20 year service period, and 7 teachers with a service period over 20 years. Average number of students in classrooms of the schools where 12 teachers were carrying on their duties was below 25, average population in schools of 17 teachers was between 26 and 35, and the average population was more than 35 in schools of 3 teachers. It was possible to mention that the teachers in the study group had comprehensive qualifications and were appropriate for the scope of the research.

### 2.3 Data Collection Process and Data Analysis

The data were collected with semi-structured interview form developed by the researcher during the interview held with the teachers who participated into “Scientific Project Seminar” organized in November 2015 for three days by Nevsehir Provincial Directorate of National Education. The scientific project seminar is organized for the purpose of providing mentoring from teachers to students in TUBITAK projects. During this seminar, the teachers were informed about the research, the interview form was distributed to the teachers and they were asked to write their opinions.

The interview forms filled in by totally 32 teachers were collected by the researcher and transferred into electronic environment. Each question in the form was accepted as a main theme, and common sub-themes were created by the researchers depending upon the views. Views of totally 32 teachers were presented in tables through descriptive analysis method. Relevant tables were interpreted, and direct quotations from the views of teachers were included. Direct quotations were presented coding the teachers as P1, P2, P3, ... P32.

### 2.4 Validity and Reliability

During the determination of the questions in the semi-structured interview form developed by the researcher, interviews were made with students and geography teachers carrying on their duties in high schools. These interviews were made in order to create questions providing to obtain beneficial and comprehensive data related to the process of designing and developing activities in geography teaching. Developed interview form was controlled by a domain expert, and necessary corrections were made. The relevant forms were delivered to the teachers during seminar process, and information related to the research was released. An environment where teachers could easily express themselves and they would not be affected from the researcher was prepared. Depending upon the data obtained from teachers, sub-themes were created by two persons, and biased assessment was prevented.

## 3. Findings

### 3.1 Role of Activities in Geography Teaching

Views of teachers related to the role of activities in geography teaching were analyzed, and presented in Table 2.

Table 2. Role of activities in Geography teaching according to Geography teachers

<b>Interview Question 1: What is the role of activities in geography teaching?</b>			
	<b>Teacher Views</b>	<b>f</b>	<b>%</b>
Emotional Effects	Interest of students towards the lesson increases	9	15.5
	The lesson become more appealing	4	6.9
	The lesson becomes no more boring	4	6.9
	Students develop cooperation skills	2	3.4
	Activities turn the lesson into experience	2	3.4
Cognitive Effects	Activities provide acquisitions to be concretized	8	13.8
	Activities develop skills of students	6	10.2
	Activities provide lesson to be understood better	6	10.2
	Activities facilitate learning	4	6.9
	Activities become efficient in permanent learning	3	5.2
	Learning by practicing is provided	3	5.2
	Geographical concepts are learned more easily	3	5.2
	Activities are important for subjects to be enhanced	2	3.4
	Activities are important for subjects to be concretized	2	3.4

According to Table 2, views of teachers were grouped under two themes as “emotional effects,” and “cognitive effects”. According to the frequency of the views mentioned on emotional effects, the aspects teachers expressed their views most were increase at interest of students towards the lesson ( $f=9$ ), and activities’ making the lesson more appealing and lesson’s becoming no more boring due to activities ( $f=4$ ). According to the frequency of the views related to the cognitive effects, the views were mentioned as activities’ providing acquisitions to be provided ( $f=8$ ), developing skills of students and subjects to be understood better ( $f=6$ ), activities’ facilitating learning and being efficient on permanent learning, providing to learn by practicing, and providing geographical concepts to be learned more easily.

Direct quotations from the views of teachers were mentioned below:

*P1: “Because not loved due to being considered as a lesson of memorizing, geography lesson can be no more boring making it more appealing with possible in-class and out-of-class activities. If negative views of students towards the lesson can be changed, the lesson success will be improved.”*

*P11: “Activities provide subjects to be understood more easily and overlearn the subject.”*

*P12: “Activities are very important. Due to the abundance of directly-observed events affecting the life, activities are essential upon learning of the subjects.”*

*P24: “Activities provide lessons to be understood more easily. They make the lesson more entertaining and visual.”*

### 3.2 The sources Geography Teachers Provide Activities

The views of geography teachers related to the sources they provided the activities they performed in lessons were analyzed and presented in Table 3.

Table 3. The sources geography teachers provide activities

<b>Interview Question 2: From which sources do you benefit while performing the activities?</b>		
<b>Teacher Views</b>	<b><i>f</i></b>	<b>%</b>
From course book	17	28.4
From supplementary books	14	23.4
From geography websites	11	18.4
From other internet websites	8	13.2
From my own techniques	5	8.3
From other teachers	3	5.0
Extemporally	2	3.3

When Table 3 was analyzed, it was noticed that most of the teachers provided activities from course books ( $f=17$ ) and supplementary sources ( $f=14$ ). Whereas some teachers provided the materials from internet websites on geography ( $f=11$ ) and other internet websites ( $f=8$ ), other teachers designed the activities according to their own techniques ( $f=5$ ), receiving help from other teachers ( $n=3$ ), or extemporally ( $f=2$ ).

Some views were presented below as direct quotation:

*P12: “I provide more from friends and geography websites.”*

*P17: “I mostly provide from course books, and supplementary books and internet, if necessary.”*

*P21: “I provide students to perform the activities in books. I also provide activities from supplementary books.”*

*P32: “I develop all local and original activities on my own.”*

*P4: “I provide activities from course book, supplementary books, slides, animations, interactive board and extemporally.”*

### 3.3 Are the Activities in Course Books Adequate for Acquisitions According to Geography Teachers?

The views of geography teacher related to the adequacy of activities in course books were analyzed, and presented in Table 4.

Table 4. The views of geography teachers related to the adequacy of activities in course books for the acquisition

<b>Interview Question 3:</b> Are the activities in course books adequate for acquisitions?		
<b>Teacher Views</b>	<b><i>f</i></b>	<b>%</b>
Adequate	10	31.2
Partly Adequate	8	25.0
Inadequate	14	43.8

When Table 4 was analyzed, it was noticed that some of the geography teachers mentioned that activities in the course books were adequate for acquisitions ( $f=10$ , 31.2%). The views of teachers on this were as: *"Activities are adequate in schools on vocational high school type."* P6, *"I consider activities in the course books are adequate."* P16.

Some teachers ( $f=8$ , 25.0%) considered that activities in course books were partly adequate for acquisitions. The views of teachers on this were as: *"They will become adequate is we include local activities."* P27, *"Most of the activities are not practicable, these only form an opinion."* P4, *"Activities are significantly adequate for the acquisition of the course; however, these can also be inadequate for the exam questions of ÖSYM (Student Selection and Placement Center)."* P17.

Nearly half of the geography teachers who participated into the research ( $f=14$ , 43.8%) expressed that acquisitions in course books were inadequate. Some of the views of teachers were as: *"Activities are prepared for adhering totally to course books and included to be considered as example. These are definitely inadequate."* P12, *"Activities are no doubt inadequate; additional activity course books can be handed out."* P21; *"Activities are inadequate, these are only instructive."* P8.

### 3.4 Sub-structure of Institution for Developing and Performing the Activities

The views of geography teachers related to whether the sub-structure of the institutions were adequate for developing the activities and performing these developed activities were analyzed, and presented in Table 5.

Table 5. The views of geography teachers related to the adequacy of their institutions' sub-structure for developing and implementing activities

<b>Interview Question 4:</b> Is sub-structure of your institution adequate for developing and implementing the activities?		
<b>Teacher Views</b>	<b><i>f</i></b>	<b>%</b>
Adequate	16	50.0
Partly Adequate	7	21.9
Inadequate	9	28.1

When Table 5 was analyzed, half of the geography teachers ( $f=16$ , 50%) were noticed to express that sub-structure of the institution they carried on their duties was adequate for developing and performing activities. Examples from the views of teachers were as: *"We can perform very efficient and beneficial activities using very simple techniques."* P12, *"I consider the sub-structure of the institution as adequate."* P18.

Some of the geography teachers ( $f=7$ , 21.9%) considered the sub-structure of the institution for designing activities as partly adequate. Some of the views were as: *"Because it is boarding school, the sub-structure is limited."* P5, *"As*

far as I observed for a specific situation, all schools have physical problems. For example, such as geography classroom's not having a laboratory environment." P13. According to other geography teachers (f=9, 28.1%), sub-structure of the institution was inadequate for developing and performing the activities. Some views were as: "Financial opportunities and physical conditions are inadequate." P7, "The sub-structure is inadequate to make observation and excursion." P23.

### 3.5 Out-of-class Activities Organized for Geography Teaching

The views of teachers related to the out-of-class activities they organized were analyzed and presented in Table 6.

Table 6. Out-of-class activities geography teachers organize

<b>Interview Question 5: Do you organize out-of-class activities?</b>			
<b>Teacher Views</b>		<b>f</b>	<b>%</b>
Yes	20	Activities at places close to the school	11 12.8
		Investigating stone samples in terrains	8 9.3
		Investigating plant samples in terrains	8 9.3
		Planting tree	6 6.9
		Plant activity in a park	6 6.9
		Visit to public institutions	5 5.8
		Visit to a hydroelectric power plant	4 4.7
		Sky observation	4 4.7
		Visit to a chips factory	3 3.5
		Students' projecting their own observation	3 3.5
		Visit to water resources	3 3.5
		Preparation for science fests	2 2.3
Sometimes	4	As much as officially permitted	4 4.7
		Through observation	3 3.5
No	8	Not permitted by formal procedures	6 6.9
		In-class activities are adequate	4 4.7
		No enough time	3 3.5
		The opportunities we have are limited	3 3.5

When Table 6 was analyzed, majority of geography teachers (n=20) were noticed to organize out-of-class activities, and these activities were organized in places close to the school and included analyzing stone and plant samples on terrains, planting trees, plant activities in parks, visit to public institutions, visit to hydro-electric plants, sky observation. Whereas only a few of the teachers (n=4) sometimes organized out-of-classroom activities, and qualified these activities as observation, and performed as permitted by official authorities. Other teachers (n=8) mentioned that they did not organize out-of class activities. They justified this mentioning the reasons that official procedure did not permit, and in-class activities were adequate.

Some views were presented below in direct quotations:

P8: "I can perform 1-hour activities in areas close to school out of classroom."

P12: "I organize once or twice in a year. Because it is a boarding school, I organize trips to the surrounding places due to students' knowing our province, and observing some events lectured in the lesson."

P21: "I organize trips to close surrounding, geography-history visit out of the province, sky observations, and plat analyses in spring."

P28: "I organize out-of-class activities for determining the noontime, soil and plant analyses, and investigating types of rocks."

P29: "I sometimes organize out-of-class activities. We planted nearly 200 trees in Forest Week. We visited chips factory. We organized a visit to Tuzköy Hydroelectric Plant. We also organized a visit to a park near our school in order to see plant variety."

### 3.6 Developed Activities and the Relationship of Activity and Acquisition

The activities the teachers whose views we asked developed in geography teaching and activity-acquisition relationship were analyzed, and presented in Table 7.

Table 7. The activities developed by the geography teachers and the relationship of activity and acquisition

**Interview Question 6:** Can you please explain the relationship of activity-acquisition in an activity you developed?

Activity	Acquisition
Nevsehir villages' being collective settlement areas	<b>B.9.3</b> Questioning the reasons efficient upon the formation of residential types.
Terms related to human factors	<b>B.12.4</b> Making inferences on changes possible to occur in future in population, settlement and economic activities
Field survey on lakes according to their formation	<b>*C.10.10</b> Analyzing the water heritage in Turkey in terms of its general characteristics and distribution.
The effect of rock structure upon land forms	<b>A.10.1</b> Correlating properties of rocks and formation processes of land forms
Observation of a stubble-burnt field	<b>D.11.7</b> Evaluating the effects of "efficient land use" implementations upon environment
Songs and folk songs on soil	<b>*C.10.7</b> Correlating the soil types in Turkey and factors efficient upon distribution of these

From a total of 32, 19 teachers have indicated that they have developed activities based on the achievements of the course, indicating that they have achieved efficiency-related relationships, while other teachers have indicated that they used these existing activities and that they haven't got such these studies.

The details of the activities developed related to the acquisition were as below:

P7: *Collective settlement activity: "Collective settlement appears through building of houses close to each other in places where water resources are inadequate in lowlands and plateaus. During the trip to Urgup-Goreme plateau, village samples were investigated and it was revealed that investigated villages had collective settlement property."*

P12: *Concept map activity related to the terms of human factors: "Concept maps are used in order to understand a subject, term, or concept and relevant concepts more easily. However, students' creating the key concept and other relevant concepts in this activity facilitated learning."*

P16: *Narligöl field survey: Narligöl that has also been known as bitter lake in the region is a crater lake formed on the ground of a caldera. During the field study we carried out to the lake, we observed the formation and properties of the crater lake on the area."*

P18: *The effect of rock structure upon land forms: "Cappadocia is very rich in terms of valleys volcanic lands formed through rain-wash. During the short-term visit on the valley, I provided students to acquire the effects of rock structures upon landform better. Moreover, the rocks students collected are brought to the classroom and investigated, and their properties are explained."*



*P22: Stubble-burn field activity: "Applied expression through the observation of a stubble-burnt field strengthened the acquisition of how protection of soil is important."*

*P29: "Students sang songs and folk songs related to the soil in the classroom. So they comprehended the effect and importance of soil upon human life."*

#### **4. Discussion, Conclusion and Suggestions**

In this study, it was aimed to reveal the views of geography teachers related to the activities they designed and developed in their lessons. Views of geography teachers were asked about the role of activities in geography teaching, the sources they benefited while performing the activities, adequacy of activities in course books for acquisitions, adequacy of the institutions' sub-structure for developing and performing the activities, organized out-of-class activities and a developed activity and activity-acquisition relationship. The views of teachers were analyzed using descriptive analysis method, and findings were revealed.

According to the obtained findings, activities in geography teaching affected students emotionally and cognitively. Emotional effects included the increase at interest of students towards the lesson, activities' making the lesson more appealing, and no more boring. And cognitive effects included activities' concretizing the acquisitions more, developing the skills of students, and providing the subjects to be understood better. According to Ata (2012), introducing knowledge, skills and values the curriculum aims depends upon student-centered activities. In this sense, activities have importance among the curriculum elements. In the curriculum, activity examples that will give ideas on fulfilling the acquisitions for each unit have been designed. These help teachers upon preparing an environment where students will learn by entertaining. In his study, Unlu (2011) suggested emphasizing "skill-based" activities for guiding teachers during teaching-learning processes in order to increase the level of geography skills to be fulfilled.

Course books and supplementary books are the leading of the sources geography teachers provide the activities. Furthermore, geography teachers also benefit from geography websites, other websites, their own implementations, and activities of other teachers. Course books address all our country. In this sense, teachers should benefit from supplementary sources related to determining the levels of activities. According to the research results of Akengin (2008), activities were mentioned as one of the most important factors for geographical acquisitions. When geography teachers were asked about from which aspects new curriculum differed from the old curriculum, their answers of "encouraging the research" and "student-centered" were at the first two ranks.

Nearly half of the geography teachers mentioned that the activities in course books were adequate for the acquisitions, and majority of teachers mentioned as inadequate. Most of the teachers organized the teaching-learning activities according to course books rather than the teaching curriculums. Therefore, the importance of course books has increased. Artvinli and Kaya (2010) suggested reanalyzing 11 secondary education course books through an approach focusing on geographical skills emphasizing that the activities included in 11 secondary education course books related to introducing skills were not adequate in terms of quantity, quality and method. According to Alturk and Unlu (2014), the effect of course books upon teaching and learning processes could not be underestimated. Well-organized course books help expectations of the students, and can establish relationships between the presented information. Because most of the activities to be performed in the lessons are prepared under the guidance of course books. Accordingly, course books significantly determine what students will learn and what teachers will teach during the teaching-learning process.

Most of the geography teachers who participated into the research expressed that the sub-structure of the institution they carried on their duties was adequate for developing and performing activities. According to Akinoğlu (2004), teachers had an active role upon preparing and organizing the environment and activities required for structuring the knowledge of students, and directing the students with questions. According to Cifci and Dikmenli (2016), out-of-school activities included trips and observations, planting trees, bushwalking, camping and scouting activities and having picnics.

Geography teachers were noticed to organize out-of-class activities, and these activities were in areas close to the school and included the activities such as investigating stone and plant samples on terrains, planting trees, plant activities in parks, visit to public institutions, visit to Hydroelectric Plants, and sky observation. According to Yilmaz and Bilgi (2011), field studies were one of the most dynamic and important factors of geography teaching providing to raise individuals who can make observations instead of engaging with abstract problem as desk-bound transforming theory into practice. According to the study of Alim and Girgin (2011), it was concluded that attitudes

of students towards geography activities were low because teachers did not include in-class and out-of-class activities adequately.

It was concluded that geography teachers were possible to develop original activities related to several acquisitions, and some of these activities were possible to be mentioned as having activity-acquisition relationship. According to Turoglu (2006), any teachers can develop activities related to a relevant acquisition under the guidance of their own opportunities, and can easily create their own constructivist learning plan. According to Gunay and Ayday (2006), benefits of activities included observing the relationships through practicing, synthesizing, applying the principles, inference, critical thinking, developing alternative methods, producing new information, reaching to information, discussing, questions and finding answers to the questions.

Board of Education and Discipline reveals that the activities in course books are example and the teachers are authorized to design activities.

In this sense, the suggestions below can be offered:

- Teachers should be financially and morally supported for organizing in-class and out-of-class activities, and their eagerness and excitement should not be demotivated.
- Share of in-class and out-of-class activities should be increased for the practicability of curriculum.
- Teachers should consider type of school and environmental opportunities while developing activities.
- Individuals and socio-cultural differences of students should be regarded while developing the activities.
- Increasing the number of activities prepared for each learning domain according to the level of difficulty will facilitate internalization of subjects.

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